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ABSTRACT

Presented are proceedings of a study institute designed to acquaint public school administrators with the role of the special education administrator and to present a general overview of special education trends as they might affect both the special and the general school administrator. Simulation games rather than lectures or group discussions were employed to sensitize administrators to problems involved in special education. An overview of the simulation games including ground rules and format is provided. Results of the Classroom Integration Inventory which was administered to all participants are examined. Recent litigation concerning special class placement is reviewed in an appendix. (GW)

NEW YORK STATE EDUCATION DEPARTMENT
DIVISION FOR HANDICAPPED CHILDREN
BUREAU FOR THE PHYSICALLY HANDICAPPED
ALBANY, NEW YORK 12224

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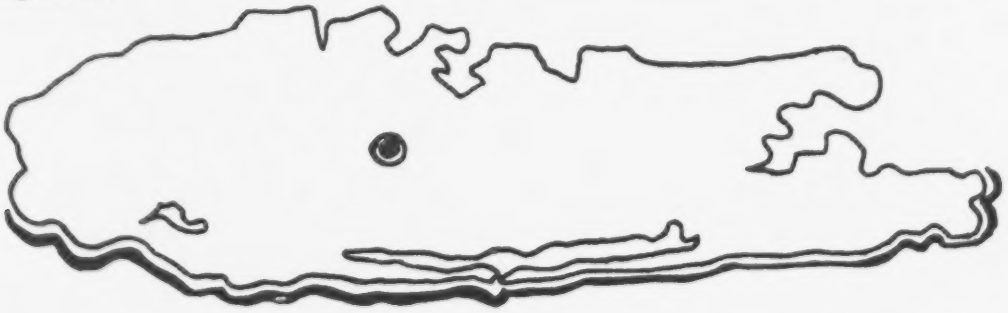
A Special Study Institute
Proceedings

"To acquaint public school administrators with the role of the Special Education Administrator and to present a general overview of special education programs."



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BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Third Supervisory District of Suffolk County
507 Deer Park Road
Dix Hills, New York 11746

May 11, 12, 13, 1972 Olympic Lodge Hauppauge, New York

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A SPECIAL STUDY INSTITUTE

P R O C E E D I N G S

"To acquaint public school administrators with the role of the Special Education Administrator and to present a general overview of special education programs."

Funded Through P.L. 91-230
U. S. Office of Education

Edited By: Fred O. Gehm
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INSTITUTE DIRECTOR

Thomas J. Goodman
Syracuse University
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ABSTRACT

This is a report of proceedings of the Special Study Institute held in Suffolk County, New York, May 11, 12 and 13, 1972 sponsored by the Division for Handicapped Children, Bureau for Physically Handicapped Children of the New York State Education Department and the Board of Cooperative Educational Services, Third Supervisory District, Suffolk County, New York. The Institute's primary purpose was to acquaint public school administrators with the role of the Special Education Administrator and to provide a vehicle for the dissemination of information directly related to the current trends in special education as they might effect both the special and the general school administrator.

An effort is made with the introduction of each new SEATS (Special Education Administration Task Simulation) Game to introduce current and future trends in the administration of special education in New York State. This is done with the firm conviction that through familiarization with the role of special educators and a sound understanding of the implications of current trends upon the mainstream of the educational community, well-informed decision making will be

Abstract Contd.

the ultimate product.

Evidence has been gathered from the collection and interpretation of data collected at past SEATS Games both in New York State and throughout other areas of the United States that the SEATS Games is a viable tool, when used effectively, in fostering both a change of attitude about special education in general and a greater understanding of the function of the special education administrator in particular.

PARTICIPANTS

BABYLON PUBLIC SCHOOLS

Mabel Tooker, Principal - Memorial Grade School

COLD SPRING HARBOR SCHOOL DISTRICT

Dr. Charles Wetterer, Principal - Cold Spring Harbor High School

COMMACK PUBLIC SCHOOLS

Peter Flanagan, Principal - Long Acres School

Douglas Morey, Principal - Winnicomac School

COPIAGUE PUBLIC SCHOOLS

George Michiloff, Principal - Susan E. Wiley Elementary School

DEER PARK PUBLIC SCHOOLS

Dr. Charles Triolo, Principal - George Washington Elem. School

ELWOOD PUBLIC SCHOOLS

Arthur Bunce, Principal - Harley Avenue Elementary School

HALF HOLLOW HILLS SCHOOLS

Dr. Lawrence J. Becht, Principal - The Hills School

Joseph Charette, Principal - Chestnut Hill Elementary School

George Faella, Principal - Sunquam School

Joseph Worthington, Principal - Signal Hill School

HARBORFIELDS SCHOOL DISTRICT

Robert E. Dolce, Principal - Little Plains School

HUNTINGTON PUBLIC SCHOOLS

Edward Logigian, Principal - Woodhull Elementary School

Participants, Contd.

KINGS PARK CENTRAL SCHOOL DISTRICT

Jerome Binder, Principal - Kings Park Senior High School

William T. Rogers, Principal - Kings Park Junior High School

LINDENHURST PUBLIC SCHOOLS

Hugh J. Marasa, Principal - Daniel Street Elementary School

Anthony Pope, Principal - Edward W. Bower Elementary School

NORTH BABYLON PUBLIC SCHOOLS

Herman J. Katz, Administrative Assistant

NORTHPORT PUBLIC SCHOOLS

Robert Padgett, Principal - Middleville Junior High School

WEST BABYLON SCHOOLS

Jerome H. Schiffman, Principal - John F. Kennedy School

WYANDANCH PUBLIC SCHOOLS

James Hughley, Director of Pupil Personnel

Edward Little, Special Education Teacher - Wyandanch Memorial Jr. - Sr. High School

INTRODUCTION

A question often asked of special educators today is, "What is so special about special education?" And this question has been reflected in recent years in a great debate over the housing of exceptional children on whether the child should be integrated within their local school programs or be placed into separate facilities wholly dedicated to the amelioration of the child's disabilities.

Essentially, advocates of both systems indicate that their way will better prepare a child academically and socially, and each point to very powerful reasons why this will take place. The "integrator" believes that experience in the society one is expected to live in, in the future, cannot be accomplished in an isolated community of peers; and the "segregator" indicates that the success a child experiences in the special school is more important than the reminders of disability a child must experience in their local school as well as the lack of a sufficient variety of specialists and knowledgeable staff which can effectively present educational programs designed to compensate for the child's disability.

If we look to the research it is difficult to discern any hard

evidence to support either claim, but only viewpoints, sketchy statistics, strong emotions, and philosophical differences.

Richard L. Masland stated the problem of special education very succinctly when he indicated the problems of educating children with minimal cerebral dysfunction.

> "The final summary of research needs highlights the chaotic state of our current efforts in this field. We are dealing with a poorly defined population. The methods for early recognition of the child with learning difficulties are still to be worked out and tested. There is no standard or generally accepted systematic screening program through which every child could be tested for a learning disability. The characterization of the individual deficit is on a very superficial basis, with the emphasis dependent largely upon the biases of one or another special school of thought. Remedial methods are found to rest on varied and shaky hypotheses, and have rarely been subjected to scientific evaluation even on an empirical basis.
>
> The last few years have seen encouraging developments in these areas of research; however, one reaches the sobering conclusion that an all-out-systematic research attack on the problem of the learning disabilities is long overdue."

Tocqueville said of Americans over 130 years ago:

> "America is a land of wonders, in which everything is in constant motion and every change seems an improvement. The idea of novelty is there indissolubly connected with the idea of amelioration. No natural boundary seems to be set to the efforts of man; and in his eyes what is not yet done is only what he has not yet attempted to do."

Though problems of a technical nature may find solution in mathematical equations or the scientific method, this does not seem

to be possible when dealing with the differences we find within ourselves or others nor are there absolutes regarding the housing of children in need of alternatives in education. Educators have been very involved in the question of alternatives in recent years which accounts for open education, resource rooms, shared services, special classes, schools within schools, free schools, vocational schools, private schools, and much more.

The New York State Department of Mental Hygiene has indicated that it will begin to phase out its large mental hospitals which house thousands of patients, and develop small short-term residential treatment facilities in the community, and draw upon community based resources to provide cooperative programs that will hopefully return their clients as a contributing member of the community.

The implications of this for public education seem great. And the implementation of an alternative by one agency will undoubtedly cause others to seek many more alternatives to further implement a new concept.

There are many questions to answer concerning what we must consider concerning the "great debate" referred to earlier, and this must be contingent upon individual differences of the needs and pressing problems of the child, school, and community. And what they are prepared to do given the knowledge and resources to accomplish, to a greater advantage, the amelioration of the disabilities of the child.

As the debate continues, many children are sent from school to school. It is not uncommon for a child in a special class to question their teacher on whether they will be, not in this class next year, but what school will they be in next year. Rarely, in a local school, is there a concentration of needed services which an administrator can call upon to help make decisions regarding the educational programming of the child. On the other hand, the special educator in the special school often the product of constant uphill fights for services for the handicapped, finds it easier to do it alone. Consequently, children who may benefit more from alternatives other than the special school; such as a resource room, itinerant services, an occupational center, etc. are excluded or misplaced more from ignorance of the educators as to the possible or available alternatives than any other singular reason.

> "They have all a lively faith in the perfectibility of man, they judge that the diffusion of knowledge must necessarily be advantageous, and the consequences of ignorance fatal; they all consider society as a body in a state of improvement, humanity as a changing scene, in which nothing is, or ought to be, permanent; and they admit that what appears to them today to be good, may be superseded by something better tomorrow..."

One hundred and thirty years after a visitor to America observed the special character of its citizens, we conduct this Special Study Institute to dessiminate experience, acquire knowledge and develop empathy for the exceptional child, his family, and his teacher with the sincere hope that the question shall not be one form of program

Introduction Contd.

over another, but rather which alternative best accomplishes most for each individual child.

PURPOSE OF THIS INSTITUTE

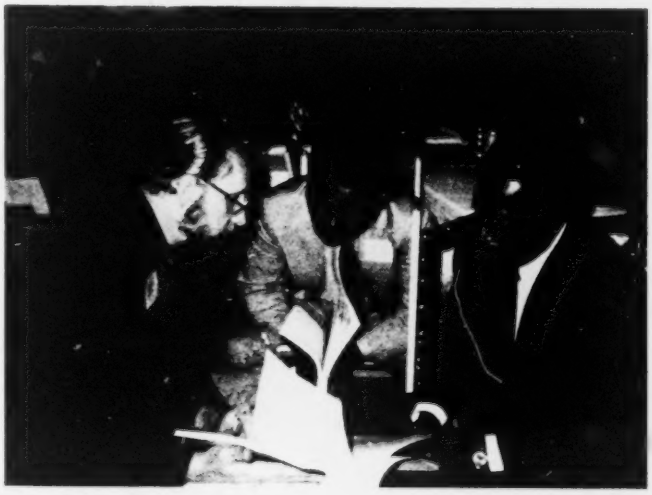
The eighteen school districts of Western Suffolk County have demonstrated sophistication in the area of special classes for the handicapped. Today, BOCES III, as a support unit with the local school districts, services approximately 1,000 handicapped children from its component districts and a number of other surrounding districts. The philosophy of our BOCES and our component districts calls for the location of special classes in regular elementary and secondary buildings wherever the prognosis for success by the youngsters involved appears to be promising. At the present time, our BOCES only administers one class for the educable retarded. All other such classes are administered by the local school districts and are housed within the regular school framework. In addition to the classes for the educable, a number of our component school districts also administer classes for neurologically impaired and emotionally disturbed. These classes are located in regular school facilities. As a result of having an ever increasing number of district administered special education classes among our component districts, we felt a method should be pursued that would sensitize the general education administrator to the needs of special education.

This Institute, held in Western Suffolk County, New York was part of a series of institutes held in key geographic locations throughout all of New York State. The Institute was sponsored and

Purpose of This Institute Contd.

planned through the joint cooperative efforts of the New York State Education Department's Division for Handicapped Children, Bureau for Physically Handicapped Children and the Board of Cooperative Educational Services, Third Supervisory District of Suffolk County.

In a time when lack of communication and cooperation between educational systems seems to be somewhat prevalent in producing results, it is interesting to note as a possible prototype the coordinated efforts utilized to bring these institutes to fruition. Funding had to be shared between the Federal Government (P.L. 91-230), the New York State Education Department, Bureau for Physically Handicapped Children, and the Board of Cooperative Educational Services, Third Supervisory District of Suffolk County.



PROGRAM SCHEDULE

Olympic Lodge
650 Vanderbilt Parkway
Hauppauge, New York

Thursday, May 11, 1972

4:00 PM	Registration - Olympic Lodge
4:30	Greetings from the State Education Department Richard Hehir, Chief, Bureau for Physically Handicapped Children
	Welcome from BOCES III
4:45	Basic Principles of the Simulation Process
5:00	Introduction to SEATS Game
5:15	Initial Study & Reaction to Material
5:30	Social Hour
6:30	Buffet
7:30	Feedback Session
8:00	Adjourn
Overnight:	Complete Study of Orientation Material - Packet A

Friday, May 12, 1972

9:00 AM	Continue Feedback from Packet A
9:15	Work Session -- Packet B
10:30	Coffee Break
10:45	Feedback -- Packet B
11:45	Lunch

Program Schedule Friday, May 12, 1972 Contd.

1:00 PM	Work Session -- Packet C
2:15	Conference with the Superintendent
2:30	Coffee Break
2:45	Feedback
4:00	Adjourn
Overnight:	Micro -- Packet
Saturday, May 13, 1972	
9:00 AM	Feedback Micro -- Packet D
9:30	Film: Special Education Placement and The Law
10:00	Role Play (The Case Conference)
10:30	Coffee Break
11:00	Feedback
12:00 Noon	Adjourn

INTRODUCTORY COMMENTS

Dr. Richard Hehir, Chief of the Bureau for Physically Handicapped Children, introduced the Institute and addressed the participants as follows:

I would like to introduce Thomas Goodman, the Institute Director who will have primary responsibility for the conduct of the Institute, Robert Erb, an Associate in the Bureau, and Larry Gloecker, an Associate in the Bureau. These are the persons who will conduct the Institute for the next couple of days. We are very grateful, of course, to Fred Gehm, BOCES Director of Special Education, who had contacted your superintendents and you to invite you to this Institute.

At this point, I would also like to ask Dr. Lloyd Moreland, BOCES Consultant, to give a few words of greetings from the BOCES:

Dr. Moreland: This Institute is a marvelous way to get the message of Special Education across. I wish everyone a very successful Institute and I am certain that you, as participants, will go away knowing very much more about this very important area.

Dr. Hehir continued as follows:

This is the fifth Special Study Institute which the Bureau for Physically Handicapped Children has sponsored in cooperation with a number of BOCES in New York State. We cooperated with BOCES because BOCES has a very definite role and function to play in Special

Introductory Comments Contd.

Education. Plus, with component districts involved, BOCES should be providing a special kind of service to component district administrators like yourselves. We feel very strongly on this point. Most of our Special Study Institutes are concerned with inservice education for special education teachers. This Institute is a different kind of a Special Study Institute than perhaps you may have been exposed to or that your special education teachers may have been exposed to in this State.

We run approximately sixteen to twenty of these Institutes each year. The bulk of them are geared towards the special education teacher. In this Institute, we direct our attention to the administrators in general education. We like to think that we are having an impact in the State in Special Education in a different way. We like to think that we are involving the people who make decisions, real tangible decisions about handicapped children because we feel that the building administrator is still the educational leader in our school system; and that the building principal, to a great extent, will determine whether a special education program is a viable operation or whether it is just something that exists within the district or within the BOCES. You have a responsibility for all of your children including that 10% of your population which we consider exceptional. This responsibility includes identification, and

Introductory Comments Contd.

placement. It may include a special class in your building. It may include a resource room; children who are in the regular class but receiving special help from a BOCES teacher or some other kind of itinerant teacher. We feel that the building administrator, the building principal, has a very decisive and definite role to play in special education.

What does this Institute hope to accomplish? What we are going to ask you to do in this next day and a half is to assume the role of a director of special education and to deal with the problems that will face a director of special education in trying to work with handicapped children. You will have problems concerned with parents who don't want handicapped children segregated in the school because that makes them different. You will be dealing with a problem involving a principal who doesn't want a special class in his building for some reason. You will be dealing with the problems of placement. Now we don't expect or have any desire to make you an expert in special education. What we hope to do through this simulation exercise is to give you an idea of what special education is all about and the problems that are involved in the education of handicapped children so that when you leave this Institute you will have within you an awareness and a sensitivity for handicapped children. And that hopefully, you will be willing and able to

accept the challenge that they may present to you either in your own building or if necessary, to identify them and refer them for the appropriate services.

From our experience in the past in the preceding four Institutes, the building principals and assistant superintendents who have been involved have found it a worthwhile experience. You will find during this Institute very few times when people will be lecturing to you. This is an involvement kind of process in which you will be discussing with a leader or among yourselves special education strategies. We think that it is a process which is beneficial in terms of administration generally and special education also.

We are very happy that you came and I think you will find it a profitable experience. We do ask you to come for the full three days.

INTRODUCTION TO S.E.A.T.S. GAME AND SIMULATION PROCESS

Mr. Thomas Goodman, Institute Director, formally introduced the participants to the S.E.A.T.S. Game:

The Special Education Administration Task Simulation Game is what this is called and in the future I will probably refer to it as the SEATS Game whenever we talk about it. It has been developed with the intent of providing a standardized experience which a group of educators can experience in common and therefore compare various approaches to dealing with particular problems.

Through Simulation all the members of the group can begin equally in terms of the amount of information known that will have a bearing on your decision making. And, after having faced the problem and made the decisions, all of the individuals can participate in the consideration of the pros and cons about handling each of these conditions that arise.

When playing the SEATS Games, you have to have some ground rules; common things that everybody has to do in order to play the games because in fact sincerely, you are willing to play a game so we must have some rules. The author, Dr. Daniel Sage at Syracuse University, has found that the following rules facilitate most in the learning process:

1. No academic grades, this might sound silly to you, but we also do this with students in the University in preparation

of education administration, in the preparation of special education administration and such, so therefore, they are normally attuned to some sort of a grade. So the first thing we assure them of and you also is that there is no grading significance or academic relationship in this exercise and that whatever kinds of performance we exhibited are your kinds of performance. You will internalize these and they will have no evaluation. There can be no good way of doing anything and there can be no bad way because the implications of good or bad would have significance and somebody will know the right answers. And I would venture to say that I suspect there isn't anybody who has the right answers, certainly in the field of education if nothing else.

2. The performance of each individual on each situation should be subject to discussion and consideration by the remainder of the group if by so doing it will provide general enlightenment and instructional benefit to the groups as a whole.

3. Simulation, as a technique, is optimally profitable if the participants can "play the role" as completely as possible and if the mode of presentation of the situations and response to them can be made as realistic as physical conditions will permit.

It is therefore important that each participant during the playing of the games really assumes the assigned roles. Let me explain what your name is so that you can start with that....you people are all Lee Blank. You can be Mrs. Lee Blank, Mr. Lee Blank, Dr. Lee Blank, any old way you want to be but your name is Lee Blank so you are a male or female. You will notice in most of these games, any simulation activity, the first name is usually a name which is not indicative of sex so you can be either one in all cases. In this case, you are going to be Lee Blank.

You know, in this kind of an exercise when you do these Institutes, it is simple for me because most of you people have the task of trying to figure out who I am and trying to remember my name and if we are having a cocktail and you want to say "Hello" to me or introduce me to someone else you have to know my name but I don't have to know you because from this time forward, the only way I will ever address you in the exercise is Lee or Lee Blank. You're all Lee Blank to me and as I see you I only see you as one person. You can respond anyway you want to but you are all Lee Blank to me. So when you answer the phone, at first it may take a second but if you have to answer it and you surely will have some phone calls, when these occur you are not going to get on the phone and give your name, you are going to be Lee Blank. So remember that when you answer the

phone or when you write correspondence, when you send a letter to communicate with another teacher in the school system or a principal or a superintendent, whatever, you are going to sign your name Lee Blank.

In handling written material each participant will have a code number assigned which will be used for identification purposes of both written and audio-tape material. Actually, audio-tape material we can forget about but as far as all written material, you are all going to be assigned a number which I am going to give to you now and once you have that number, that will be your number for all future correspondence. So anything that you write, anything that you react to or that you hand to me or to the Institute staff will have your code number on it. I'll just assign numbers and when you get your number write it next to your name when the paper comes around to you and in the future remember as that is the only method of identification we will have.

Certain materials will be kept for your reference during the course of the workshop while other materials will be designated to be handed in at the close of each workshop session.

SIMULATION AS A PROCESS

The Special Education Administration Task Simulation Game has been developed with the intent of providing a standardized experience which a group of educators can experience in common and, therefore, compare various approaches to dealing with everyday problems which typically confront the administrator in this field. In real life no two persons can hold exactly the same position at the same time. Therefore, no two persons can be said to have had exactly the same experiences. Varying situations bring about a variance in appropriate methods of dealing with problems. Through simulation all the members of a group can begin equally in terms of the amount of information known that will have a bearing on decisions made, and after having faced the problems and made the decisions all the individuals can participate in a consideration of the pros and cons about the handling of each case.

When playing the SEATS Game, certain ground rules are usually employed. The author has found the following to most facilitate the learning process:

1. There will be no academic grade earned in connection with the performance on the simulation game.
2. The performance of each individual on each situation should be subject to discussion and consideration by the remainder of the group if by so doing it will provide general enlightment

Simulation as a Process Contd.

and instructional benefit to the group as a whole.

3. Simulation, as a technique, is optimally profitable if the participants can "play the role" as completely as possible and if the mode of presentation of the situations and response to them can be made as realistic as physical conditions will permit.

It would seem the responsibility of the developer of these proceedings to, in some way, efficate the use of simulation technique as a viable tool in the implementation of attitudinal change and the dissemination of relevant information concerning special education administration. Therefore, some elaboration of the history and some critique of the literature concerning simulation as a training device are viewed as appropriate.

Simulation as a method of orienting and training of people in positions of decision making power is not a new technique by any means. Napoleon used simulation "games" to train his staff to be aware of the reality of conditions with the assumption that this training component would be generalizable to "in battle" reality.

The military still uses simulation as an effective devise in training its decision making persons. The business community has also incorporated simulation technique into its spectrum of training devices as, too, has the educational community.

Simulation as a Process Contd.

BOCES itself has incorporated and found tenable the use of simulation in training of sixth graders in N. Westchester County. The results of this extensive study indicated that approximately the same amount of learning as with conventional methods took place but in a considerably shorter period of time and instructional effort. This supports the notion of a "Micro" workshop for busy general and special administrators of educational programs.

Although at one time simulation was seen as a panecea of solutions to the education of the business community it has matured and become sophisticated enough in its development to now be considered one of a group of viable methods of training administrators.

The university Council for Educational Administration has invested heavily in the development of this type of training element and is presently involved in the continual process of refining the methodology.

AN OVERVIEW OF THE GAMES

Tour of Dormit and the Orientation Packet

For the first time participants are asked to assume their new identity, that of Lee Blank, newly appointed Director of Special Education for the city of Dormit. Placed in an imaginary car he is transported through the streets of the community via audio and visual device. He is introduced to the lay of the land, several of the schools and finally the desk at which he will begin to direct his future activities.

Lee Blank speaking:

"My schools....relax! It's not as if you and Dormit are complete strangers. There was the tour in the spring.

From the air Dormit and its environs look peaceful enough but the airport at Metropolis was the first hint of the sprawling, bustling complex that the region truly represents. And the warm April day promised more than spring to a newly arrived visitor on his way to a very important interview. Route 5 looks inviting on this clear day. The first glimpses at ground level seem no more terrifying from the air.

Now, let me see. Where did I put that map? Looks like we will be paralleling the bay on our trip south, then along Smith River and southwesterly to Dormit. The outskirts of Northside all seems hard and cold and steel and stone. Still my new neighbor....the city of Lowell across the river and a view of busy industry....now, westerly

toward Dormit and in the distance Dormit as the sun hides momentarily behind a cloud....not an ominous sign, I hope.

But the hotel is modern and colorful....a good dinner and a fine night's rest and then I'll be able to face the world of Dormit on the morrow and whatever it may bring. At breakfast, time to take a look at the map....first to Adams, Sherman and MacCullem, south to South High, northwest to Schuyler, the trainable school on the way back then north to Jackson County Hospital and Metropolis to visit two facilities where some of our physically handicapped students are in attendance.

A cool morning....the drive was through an aging, well-kept neighborhood in an older section of the city. Dormit's residence, a good place to start, for here on this site lived a man who started it all. And the house is not vastly different than what it was when Henry Dormit completed it. And it stands tenaciously as did its tenants in those early days. Both prevailed against Indian and industrialist, time and clime and the persistent intrusion of change and growth. Down the street, the museum houses the rest of the record of history and industry, of Seneca and Mohawk, of Dutch and Irish and perhaps as the walrus retorts, 'Of cabbages and kings.'

Though the past rests secure here, the present is threatened. Urban renewal probes into the future and links to the past give way

grudgingly. Though Henry fought well the wretched crowding he desperately feared would destroy the privacy of the land, the encroachment grew but now succumbs to an unyielding antagonist. The neighborhood houses Adams and Sherman, the first schools on our itinerary. Adams School feels the pinch of social upheaval since educable mentally retarded are housed here, an aftermath of change meant empty classrooms. Here, Special Education began in Dormit. A hectic and hazardous start. An old school built and added onto lingering like mellow two part-timers. The needs of the handicapped fill to overflow the gaps left by the retreating populous. A speech therapist happened to be visiting and working when we arrived, one of two serving the needs of 450 pupils. Busy hands fashioning things of beauty and knowing some measure of self-gratification, and working pleasantly.

'Hello boys and girls, that looks like a nice snack. Reminds me of a poem. Would you like to hear it? Good.

I eat my peas with honey.
I've done it all my life.
It makes the peas taste funny.
But it keeps them on my knife.'

The drive is slightly northwesterly to the nearest junior high school to Adam. Though the neighborhood is similar in age and upkeep,

it is relatively free from the cold reality of urban renewal. Sherman, lurking behind the trees in the park, was built in 1937, with a small addition in 1961 needed to offset area growth. One educable mentally retarded class was begun here in 1958. The demographic posture of this area is such that the school is a busy one in contrast to Adams' decline. Programwise, the concern is towards pre-vocational needs of the handicapped and developing skills in those areas.

Southwest across Route 5 on the next leg of the tour, MacCullen Jr. High School and then on to South High. The drive to MacCullen is through a neighborhood caught and held in the throes of population upheaval and mobility. The Irish were here first and when they moved, immigration massed and racially segregated, was swept inward to fill the void. The old railroad station still stands though it has outlived its usefulness. Older schools can be tacked onto perhaps at the expense of neighboring homes and play areas, but hemmed in by busy streets and a right of way, there was no chance for growth. An old shoe factory survived despite desultory and sometime operation but stands aloof and isolated since its cousins ranged out into the modern complex on the outskirts to the industrial parks. Some of the older homes maintain their regimented row on row formation though upkeep is poor and far spaced. Others have reflected the toll of years of snow and thunder and high-balling steam driven freights.

An Overview of the Games Contd.

MacCullen Jr. High School stands a formidable structure unscarred by rambling freight or population upheaval or other social crises. Two educable mentally retarded classes are housed here and though the facilities are less than ideal some program activity is evident. And despite the stirrings of spring without and within, the shop area reflects the busy tempo of active students.

Southwest to South High, nearing Central City again, a private school begun by the Irish in their trek from the eastern portion of the city, through the main area, south to "Mansions' Row" - clean, neat and tidy though impracticable, anachronistic and expensive. The Abernathy mansion, which proud family's last surviving member, is remembered warmly for interest and untiring efforts on behalf of the severely retarded. In this area, Dormit's proud and extensive holdings, green and gold at harvest time, were to know a final upheaval, a modern shopping center takes over. A new South High stands proud and regal where the land and Dormit once stood defiant and intractible. Two classes for the mentally retarded are housed here within its splendid walls....a green shop which can account for Miss Underhill's fond desire for her students to participate while two of her youngsters long for the thrill of athletic competition. Houses, new, trimmed and polished, appear at a new residential area at the foot of South High.

An Overview of the Games Contd.

The next segment of the tour will include a visit to Schuyler and returning toward Center City to the Trainable School....a quiet farm on the northwesterly route to Schuyler. A low incidence figure of handicapped children, deaf and hard-of-hearing led to a cooperative effort by Dormit and neighbor, Schuyler and to a determined and useful program at Norbridge School. The program offers hope to those whose perceptual capabilities are seriously impaired. But tragic permeating futility and hopelessness evaporate in the light of trained teachers, eager children and electronic magic. Returning, one brings with him a cheering thought and a new insight as to what special education is all about, born of what was seen and heard and felt.

East on State Highway 88 to West Side School housing two trainable classes. And to the children who share the fruits of dedication and perserverance of the members of the Association for Retarded Children who fought the coldness, timidity and near cynicism of reluctant academically oriented educators and won. And children share their triumph for the district assumed its rightful obligation regarding the severely retarded. Children are bussed here from throughout the district and know ample opportunities to learn by doing.

The final leg of the tour through Central City on State Highway 88 to Jackson Hospital and on to Metropolis. But first back

through the heart of town where the "Y" stands with its two-toned distinctive architecture typical of Dormit. Buildings, like people, adapt and survive. Two-phased, two-styled architecture abounds in this city. North on Route 5 now, the quiet outskirts to the southern branch of the Jackson County Hospital, a new facility erected in 1959. Within, the surroundings are neat, clean and antiseptic where new modern equipment stands waiting for the youthful patients during a short-term stay or a prolonged serious one for whom the school district provides a full-time teacher as well as an educational program. A program which is not sharply defined perhaps but it is modified to fit the needs of the children requiring services and a program change as the needs of the children shift. A useful needed facility, a tribute to those of the citizenry who worked hard for its erection and to those educators who brought the school to where the child is.

Again, Route 5, north taking on the dizzying aspects of a modern highway complex. An industrial park blending with the beauty of the landscape rather than sharply and hideously divorced from it. A new dormitory for Metropolis University, typical of more growth, more building and modern and tall. The great thriving seaport of Metropolis, a city of half a million people and activity at the Port Authority Building. Templeton School housing a special program for

the blind. A resource room where the quiet yet pervasive needs of the visually handicapped children are recognized and realistically met. A number of children from Dormit have been served here. Nearby, Stranton School, serving the orthopedically handicapped, a program which offered the first specialized services for such children from the entire metropolitan and suburban area and still provides for those who need access to physical therapy yet can still profit from integration with a regular class. Smiling faces belying handicaps. Nor is all the credit the educators, for courage and determination are needed here. And the adult can but extend a helpful and willing hand which the child must want to grasp. For the future need not be terrifying.

(Phone Rings)

'Yes, yes, oh, Dr. Forney. I was lost for a moment contemplating the tour last spring. Thank you, everything is fine, very adequate. Right, I'll be there at ten sharp. Well, thank you, I hope it will be a good year for everyone....at the very least, it will be a busy one.'"

The first person he meets on the job is his new boss Dr. Ernest Forney. Upon completion of a somewhat nebulus conference Lee is asked to familiarize himself with Packet A, (orientation) of the SEATS Game. Packet A is comprized of:

An Overview of the Games Contd.

1. A series of inbasket items such as memos, handwritten notes and letters from various people Lee will become familiar with as he proceeds through his simulated experience.

2. A paper produced by one Harry Oliver, a student at the School of Education, Lafayette State University and former special education teacher in Dormit. The paper is aptly titled, "Cultural Influences on the Development of Special Education in the Dormit Central Schools."

3. A special services handbook produced by Dr. Forney to "Provide the staff with a handy reference and a source of basic information about services to and educational provisions for exceptional children in our system."

4. The official State of Lafayette handbook concerning Administrative Guidelines for the Education of Handicapped Children in that state.

The participants are asked to review packet A overnight and be ready to continue in the morning with discussion and packet B.

Subsequent Activities - Packets B and C

It is important to note at this time that simulation as a training activity liberally uses its options to breach time gaps with ease. Lee Blank's first introduction to his job comes about 7 p.m. on a Thursday evening and he is at that time asked to consider that the time of year is the middle of August. By 8:30 a.m. of the following day (Friday) he is flown through time to September 30 of the same year. As the B and C packets are introduced and assimilated Lee will pass through a full school year and even get a glimpse of the things to come in his second year.

He will be bombarded with real phone calls, face to face encounters and provocative information designed to elicit involvement based upon reality.

Phone Call from James Coleman, Principal, McClelland Jr. High School

Reference: EMR boy's smoking

Lee: Special Education, Mr. Blank.

Jim: Oh, Lee, how are you?

Lee: Fine, who is this?

Jim: This is Jim Coleman, from McClelland. Lee, I thought I would check with you to see what you thought about this. This morning our custodian brought a couple of EMR boys into my office, Harry Zimmerman and Doug Johnson. He caught them

smoking in the boys' room. As you may know, we have been pretty religious about enforcing the state law about smoking around here, but this is the first time it has come up about the special class children. So I sort of held up my first reaction which would have been the customary one week suspension and parent conference before returning to school, and all that, which we always do in these cases with any other kids. But with special kids, I wondered. I have the boys sitting in the waiting room right now. Now what do you think?

Lee: Well, I think you should check with the teacher. You know, sometimes they get their feathers up. But we still must go by the rules. I think that what I would do, I would warn them and give them the feeling that they are members of the building and they must go by the rules.

Jim: Well, you know, I want to point this out to you and make it very clear that they were aware of the rules. They knew the rules as well as anybody else. It's just that this is the first time this has happened with these special class kids.

Lee: I don't know whether I would make an example of them in any way because they have enough strikes against them.

Jim: Well, as far as making an example of them we always without fail, we have never, never had any change of a rule in this case because anytime a kid is caught smoking we enforce the state law which is the customary one week suspension.

Lee: I think that in their case....I think that depending on their case, and this is what I think is rather important that they are instructed and taught also because I think that this is the one case where the word special in special education means something.

Jim: Yes, but everyone is always harping about the fact that we should treat the specials just like everyone else. Now, if we let them off it could be....

Lee: I didn't say to let them off. I don't think that's right but I do think the punishment has got to be a little bit different for them. And I think your other students would feel the same way because above all they recognize the difference.

Jim: Well, I would like your opinion for what would be best for boys of this type.

Lee: I think at the moment if you were to sit them both down and just let them know that this is still the situation and that they were aware of it and that they broke it and that they will be no different but you feel that they deserve an

Lee: (Contd.) additional chance. I would like to gain their support for the school and their support for you. I think this is important.

Jim: Well, yes, but....

Lee: You see you can make yourself a bigger person in their eyes, therefore, you will get twice as much cooperation from them next time.

Jim: I don't have any strong feelings on how to handle this one way or another. I just want to make sure that we are definit and that we are consistent.

Lee: Well, my thinking is that there is no reason we can't take a first offense and use it as a warning type offense. In this case I see nothing wrong with it but I think it must be done in conjunction with the teacher.

Jim: O.K. Lee. Should we set a firm rule on this?

Lee: No, I think each case has got to be different. That's why I'm suggesting that you speak to the teacher also. You know depending upon each of the children and their problems I think this is where we have got to maintain somewhat little difference.

Jim: O.K. then you feel we should handle this on an individual basis.

Lee: I really do and I don't think that there will be any repre-cussions from anyone including the other students.

Jim: O.K. we'll work it out individually and you suggest we give them a talking to and another chance but the next time it happens we will go through with the suspension.

Lee: I would also say that the next time we sit down and discuss the situation and possibly the suspension but sometimes not necessarily. We have to talk each case out.

Jim: O.K. we'll try it and see how it works out, and I think we ought to get together.

Lee: And in turn what I will do is to send a memo to the special teachers, telling them of this and I think this is worth-while and in turn I will be in touch with Ernie Forney and let him know of the feelings.

Jim: O.K. but do you think we could get together maybe and we could talk over a few situations like this.

Lee: Do you have more than this?

Jim: Well, it's not so much but I'm concerned about handling this right in the future. I have some feelings for these kids and I just want to make sure that when we treat them we give them the proper judgment.

Lee: True, I would like to sit and talk with you about it.

Jim: O.K. why don't we set up a meeting?

Lee: Grand!

Jim: Can you come over this afternoon?

Lee: This afternoon's no good. How about tomorrow morning?

Jim: Fine, why don't we set aside 9 tomorrow morning?

Lee: O.K., we'll see you.

Here we have a condition which points up the need to look at the possible conflict in roles between the building principal and the Director of Special Education. Even though both professional educators have the child's interests at heart, when placed in a position of decision making the simulated Lee Blank seeks the role of power. How does a respondent or a listener during this conversation wrestle with the role conflict which transpires. What is the proper way to behave under the aforementioned conditions. Clearly there is no sure answer, but the process of placing the participant in the position of making the decision is believed to be a learning experience of importance. In these interactive situations those who are not verbalizing their reaction are, in fact, developing attitudinal conditions which will result in the ultimate awareness of the dilemma. How should the special education administrator behave? How do his special interests relate to the overall school program? What skills must he exhibit in order to efficate his program in each school?

An Overview of the Games Contd.

It is felt that when general education administrators are faced with these problems, an awareness to the condition of the other participant in the confrontation becomes a part of their future awareness. Just as in most role-play exercises, when a person takes on the simulated role of his former antagonist a condition becomes apparent wherein he begins to perceive the influences and perceptions of the "other fellow" in a somewhat realistic manner.

Since it is free of the tensions of an actual problem situation, role-playing stimulates the trying out of new alternatives and solutions in life like situations without the consequences which in reality may be punishing. Role-playing in this instance allows a sensitization to the role of another without the subsequent penalties connected with error.

In this taped telephone conversation Lee is faced with the problem of dealing with a building principal who wonders whether special education children should be exempt from certain routine situations, The principal turns to Lee Blank, the "expert," for direction in the treatment of these children.

When this tape was played back to the entire assembly of Lee Blanks, some lively discussion ensued. Should special education children be treated as special in all respects? Would his time be spent well in visiting the school? Are there misconceptions about

An Overview of the Games Contd.

EMR children that need to be articulated?

In this sort of discussion, with the guidance of a skilled group discussion facilitator, the questions are examined, the behaviors are talked about and a general concensus of opinion becomes evident. At no time does the facilitator give the "right" answer. The entire exercise is dealt with believing that when the various perceptions are articulated and different problem solving models are discussed the administrator will begin to develop a closer analysis of his own behavior and his own notions of what is "special" about special education children.

In another example a letter is received by Lee which points up the scope and variety of inputs directed at the special education administrator. (See Appendix A.) It is designed to illustrate how the community involves itself in special education, but also injects an issue of concern about the normalcy of treatment now being voiced in all phases of special education. How does Lee handle this? How does he feel about the issue philosophically? Can he defend his position during the ensuing discussion?

The last problem Lee encounters is possibly his most serious challenge. After receiving various memos and letters from the school psychologist, a teacher of the retarded and a state official, it becomes apparent that Lee must set up a case conference to settle the

issue of continued special class placement of a minority group child no longer certified retarded according to present criteria. This role-play is designed primarily to examine the issues concerning placement, its efficacy and the use of intelligence test scores as a device for evaluating a child.

After a discussion, the group is shown a film. This film was developed specifically to introduce general and special education administrators to the issues regarding litigation currently on file and its implications for the placement of children into special education programs in school districts.

The primary issues were:

1. that the Stanford-Binet and Weschler intelligence tests for children are culturally biased and discriminate against minority groups in violation of the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution.
2. that the criteria used to determine who should be specially placed are unconstitutionally narrow and that determination is primarily relegated to teacher recommendations and I.Q. tests.
3. that parents do not have a formal opportunity to be heard before their child is specially placed, also noted to be in violation of the Due Process Clause of the Fourteenth Amendment.

An Overview of the Games Contd.

4. the quality of Special Education Programming. Once improperly placed in a special education class, there is little chance that the student will leave it. Insufficient attention is given to the development of basic educational skills such as reading and writing. In situations where individual attention is necessary, such attention is non-existent.

An overriding issue was the irreparable personal harm created by improper placement. The social stigma surrounding the label "mentally retarded" remains with the improperly placed child his entire life. Obtaining a job may be impossible but even more damaging is the psychological impact. Improper placement becomes a self-fulfilling prophecy relegating the victim to an economic, educational and social position far below that which he is, in fact, able to achieve.

Current case law shown in the film and discussed at length after the film can be found in the Appendix B.

The remaining time in the Special Study Institute was devoted to completing a questionnaire designed to evaluate the Institute by the particpants.

RESULTS OF SEATS OPINIONAIRE

The SEATS Opinionaire was administered to all particpants at the close of the Institute before any closing remarks were made. The object of the Opinionaire is to attempt to assess the merits and shortcomings of the Special Studies Institute and to direct modifications for future SEATS Special Study Institutes.

Over 78% of all participants considered the workshop a highly appropriate and valuable experience. The in-basket items were viewed as realistic by 75% but more time was asked for in discussion of simulation material. Simulation as a technique for presentation of the material was considered very valuable and realistic.

As has been the case with all workshops which have proceeded this one the general enthusiasm of the participants in response to this unique form of training again indicates a general move away from didactic lecture type workshops and a trend toward more participant or learner involvement in the learning experience.

TEST DATA AND ANALYSIS

The Classroom Integration Inventory (CII) was administered to all participants. This test, developed by Stern, consists of sixty items each describing a deviate child in behavioral terms. Ten areas of exceptionality was covered, each composed of six items representing two slight, two moderate, and two severe examples of impairment in each area.

"The ten areas are behavior disorders, emotional disturbances, impaired hearing, impaired speech, retarded and superior intellectual ability, orthopedic and cardiac disorders, physical attractiveness, seizures, bowel and bladder incontinence and visual handicaps."

A Likert type scale is used to score the CII. An acceptance score is found on a scale from 1-5 with the following scale items:

Acceptance Score	Item
5	A. If you feel you could handle such a student in your regular classroom without any fundamental change in your procedures.

Test Data and Analysis Contd.

Acceptance Score	Item
4	B. If you feel you could handle such a student in your regular classroom provided advice from a specialist or consultant was occasionally made available to you whenever you felt a need for such aid in dealing with some particular problem.
3	C. If you feel you could handle such a student in your regular classroom provided there was a full time specialist available at your school who could provide supplementary training for the student and frequent consultation with you.
2	D. If you feel that such a student would benefit most by being assigned to a special class or school.
1	E. If you feel that such a child cannot be handled profitably within the context of regular or special public education.

Thus, E is the least accepting and A is the most accepting response, irrespective of the nature of handicap. Stern reported that this procedure yielded a split half-reliability of .84 (corrected).

In previous Institutes, the staff has administered the Classroom Integration Inventory (CII) to test the efficacy of the SEATS exercise as a precipitator of attitude change. The CII has usually been

Test Data and Analysis Contd.

administrators employed in public school systems. This may be the result of a very active BOCES effort in addition to a growing general awareness of the efficacy of integration.

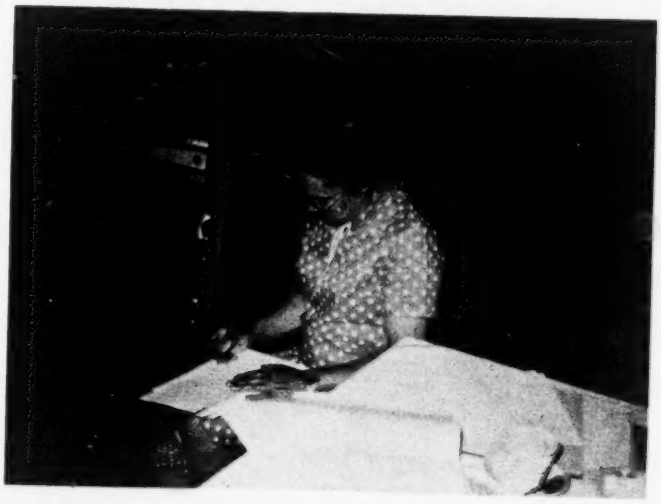
ISSUES AND IMPLICATIONS

The implications of these legal battles are clear.

1. Present criteria being used in many school districts in New York State are illegal. We can no longer consider the standardized intelligence test and teacher "hunch" as adequate evidence of the retardation of a child. Therefore, to place a child in a special education class based on this evidence is illegal whether or not it has been tested in this particular state.

2. Other data must be collected before placement is obtained. Clearly we are aware that other factors of a cultural nature impinge upon some students performance.

Could it be that the classroom in which the child operates is not able to draw forth from the learner his best performance? Might we not use other evidence of a child's performance such as the Adaptive Behavior Scale now in use.



A further review of literature concerning the misuse of intelligence testing as a device of special class placement can be found in

Issues and Implications Contd.

many of the current books published as well as some produced as early as 1966.

Another custom which seems diametrically opposed to logic and respect for public input in decision making is the practice of special class placement without prior consultation with the child's parents. Undoubtedly they could possess vital information concerning the child's out of school performance and possibly share additional evidence to either support or weaken the contention that the child should be placed in a special class. We are now aware of the effects of the environment on performance and surely we must know that environment includes time spent away from the school as well as that spent in academic pursuit.

It would seem that with mounting evidence from the scholars we would not need to be forced to modify our placement procedures without litigation. Somehow this is not the case. In a recent address at the 1971 New York State Federated Chapter of the Council for Exceptional Children, Herman Goldberg, Assistant Commissioner of Education in the U. S. Office of Education, severely critized educationists

Issues and Implications Contd.

for waiting to have the courts initiate needed change in issues directly dealing with class placement.

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APPENDIX A

South Jackson County Chapter

ASSOCIATION FOR RETARDED CHILDREN
Post Office Box 25
Dormit, Lafayette
- A United Fund Agency -

September 29th

Mr. Lee Blank
Director of Special Education
Dormit Central School District
Dormit, Lafayette

Dear Mr. Blank:

The Dormit Chapter of the National Association for Retarded Children is pleased with the educational considerations that have been given to our children. For years, along with struggling to persuade the administration to establish adequate classes for retarded children, we have also consistently voiced the need for the services of a supervisor or director of special education. We are happy to see our dreams and hopes finally coming to fruition.

We are, however, concerned as to the double standard of graduation procedures practiced at the high school level. There have only been a few students that have reached that point so far but when a special education student has completed his high school program, he does not receive a diploma or any form of certificated recognition. With retarded children being so prone to "drop out" certainly those who do complete the program should be rewarded as are the regular children. The value of a diploma has been argued pro and con by many factions in our community. The argument usually comes back to our original premise that if a high school diploma serves no other purpose than to psychologically motivate the regular student, then a retarded student should have the right to the same motivation.

At our last ARC meeting, it was unanimously agreed that our concern for this injustice should be brought to the attention of the school district administration. We are preparing a statement to be presented at the next meeting of the district Board of Education. We would hope that you could attend and act as a resource

person in our behalf.

You might like to know that we approached Mr. Statano on this last year and while he did not give us an outright "no" he effectively put us off and I understand that no further consideration has been given to the matter. I hope you can help us in this regard.

Sincerely,

(Mrs.) Helen Fredrickson, Chairman
Dormit Association for Retarded Children

APPENDIX B

Litigation Concerning Special Class Placement

In Hobson v. Hansen, 269 F. Supp. 401 (1967), Judge Skelly Wright held the "tracking" system of educational placement in Washington, D. C. schools illegal as a violation of the Equal Protection Clause of the United States Constitution and he ordered its abolition.

Brown v. Board of Education of Topeka, 347 U. S. 483, 74 S. Ct. 686 (1954) the court held that the tracking system and its methods irrationally separate students on the basis of race and socioeconomic background threby violating their right to an equal education.

Spangler v. Pasadena Board of Education, 311 F. Supp. 501 (1970) was decided in the U. S. District Court in the Southern District of California. The court found that there was a "racial imbalance" in the student bodies and faculties of the school district at all levels.

Diana v. State Board of Education, C-70, 37 RFP, Dist. Ct. North California, Feb. 1970, nine Mexican-American public school students, ages 8-13, claimed that they had been improperly placed in classes for mentally retarded on the basis of inaccurate testing methods.

The case was settled in February, 1970 by a stipulated agreement which set forth the following practices to be observed in the future:

1. All children whose primary home language is other than

English must be tested in both their primary language and in English.

2. Mexican-American and Chinese children already in classes for the mentally retarded must be re-tested in their primary language and must be re-evaluated only as to their achievement on non-verbal tests or sections of tests.

3. State psychologists are to work on norming a new or revised I.Q. test to reflect Mexican-Americans so that in the future Mexican-American children tested will be judged only by how they compare to the performance of their peers, not the population as a whole.

In 1968 eleven Mexican-American public school children, ages 5 through 18 years, filed a complaint in the Superior Court of Orange County, California, Arreola v. Board of Education, Santa Ana School District, No. 160 577, 1968 seeking an injunction to prohibit the continuation of special classes for the mentally retarded until the following reforms are instituted:

1. A hearing is provided before placement as required by the Due Process Clause of the Fourteenth Amendment of the U. S. Constitution and Artcle 1, section 13 of the California Constitution.

Appendix B Contd.

2. The I.Q. tests used to determine placement recognize cultural differences among students in general and the Mexican-American plaintiffs in particular.

3. The classes for the mentally retarded provide an educationally meaningful curriculum and periodic retesting.

Stewart v. Philips, 70-1199-F, presages the most far-reaching revision of current testing methods. The complaint was filed in the Massachusetts Federal District Court in October, 1970, and delineates three classes of plaintiffs:

1. all poor or Black Boston public school students who are not mentally retarded but have been improperly placed in special classes for the mentally retarded

2. all poor or Black students who are not mentally retarded and have been denied placement in educational programs created for their special educational needs, and

3. all parents of students placed in classes for the mentally retarded in the Boston public schools who have been denied opportunity to participate in the placement decision.

The class one and two plaintiffs argue that the improper placement of students who are poor or Black on the basis of tests which do not accurately measure the learning ability of these students and the

denial of educational programs to meet their specific educational needs abridge their right to the equal protection of the laws as guaranteed by the Fourteenth Amendment. Class three plaintiffs argue that the denial of the opportunity to be heard in relation to the placement of their children in classes for the mentally retarded deprives them of their right to due process of the law in violation of the Fourteenth Amendment.